

ARP ESSER III Use of Funds Plan

District Name:	Grandfield
Superintendent:	David Stout
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The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA's plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in order to continuously and safely open and operate schools for in-person learning;

The committee recommends Following CDC guidance, while also being in compliance with Oklahoma state law. PPE provided for all campus visitors at all times, extensive cleaning of door handles and high traffic areas, combined with close monitoring of county and community positive test rates and working closely with county health department for immunization clinics, other information, and other preventive measures recommended by federal, state, and local health officials.

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year;

The committee recommends the following to address learning loss: Implementation of full-time Response to Intervention labs in the subjects of math and reading for pullout instruction at Tier II, and if necessary, Tier III levels of service in one on one settings or small group settings in addition to the great Tier I general instruction that is going on in our classrooms everyday. Purchase the Alpha Plus instructional systems, professional development of our staff in the use of Alpha Plus, and the purchase of Alpha plus data tools to track progress and identify any state objectives that the student needs remediation on after initial tier I instruction through the use of targeted formative assessments and overall summative assessments on the OAS being taught at each grade level in reading/ELA and math. Purchase chromebooks, IPADs, and calculators to better serve our students who choose virtual learning or are forced to virtual learning due to quarantine if needed. Purchase laptops for our teachers to transition from the PC system that is all the district has ever provided for our teachers to give the teachers better flexibility to plan and execute traditional and virtual instruction to all learners in GPS.

3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

At least 20% of the ARP funds for GPS will be spent in filling gaps and addressing learning loss due to the pandemic through funds dedicated to curriculum, RTI labs, staffing additions to provide the added instructional services, staff PD to train on the new state aligned curriculum for our tier I instruction in classrooms, and PD for our added staff on the newly added RTI labs to address tier II and tier III instruction needs of the students whose data shows us they are not performing at or above grade level with tier I instruction that is provided. We will also employ teachers at a rate of \$20 per hour for after school tutoring for extended day learning opportunities for the first time in a long time in GPS. In addition, GPS applied for and received funds through the counselor corp grant. This benefits our stakeholders in 2 ways: 1. We have hired a full time guidance counselor for the first time in many years, and 2. we received counselor corp grant funds to contract with mental health professionals. The mental health professional contract is a matching fund grant and we will use ARP funds to meet our responsibility on the matching funds portion of that grant when we hire mental health professionals for students who are in emotional stress or mental illness. After those needs are met, the remaining funds in our ARP allotment will be used on our district wide HVAC systems to allow for improved air ventilation, to replace all carpets with hard style flooring that allows for enhanced cleaning, disinfecting, and safer floor surfaces, and to purchase a bus on the SDE pre-approved list to improve social distancing capabilities in our transportation department.

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students

We will ensure that our sub-pops of Sped and ED data is reviewed and ensure that we provide the students in these sub-pops interventions throughout the day and after school tutoring to ensure their learning loss gaps are addressed as well.